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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with adults in community colleges, mental health settings, university counseling centers, or industrial settings. The goal of this module is to provide users with some knowledge of adult development and integrate this knowledge into program design. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

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ED181379

DESIGNING PROGRAMS FOR ADULT GUIDANCE

MODULE 14

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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OVERVIEW OF MODULES

"It started me on a new path and has given me a confident feeling toward the future. I had felt qualms of being 'too old', too out of the mainstream of life and too much a homebody to enter the business world."

"I began to see myself, for myself. I was responsible for and protected myself. I learned how others saw me and was able to stand up for myself. I felt I really grew in my self-understanding and self-acceptance."

These verbatim reports of counseling successes are from people who participated in counseling and guidance activities at the Continuum Center for Adult Counseling and Leadership Training, Oakland University, Rochester, Michigan. People are recognizing more and more the need for counseling and guidance activities for adults as well as for school-aged students. The myth that adults are "in control" is being dispelled. We are beginning to realize that people need help throughout the life cycle.

In order to provide guidance services for adults, guidance personnel need orientation to the special concerns of adulthood. It is the purpose of this module, Designing Programs for Adult Guidance, and its companion module, Utilizing Strategies for Adult Guidance, to provide some of the skills needed for working effectively with adults.

Counseled adults and counselors of adults continually report "the critical incident" in successful counseling stems from encouragement and support. The following modules are designed to emphasize several ways in which guidance personnel can be more sensitive to and supportive of their adult clients. This sensitivity and support results from guidance personnel facing their own feelings and attitudes about age and encouraging adults to make decisions irrespective of age. It implicates the knowledge of themes and issues of adult development and the use of this knowledge for developing programs designed to reach large groups of adults.

Specifically, these modules attempt to spell out ways in which guidance personnel can be supportive to their adult clients by:

1. Assessing their own feelings and attitudes about age;
2. Responding in a non-biased manner;
3. Implementing appropriate decision-making strategies;
4. Encouraging adults to expand alternatives in decision-making;
5. Applying knowledge of developmental themes and issues of adulthood;
6. Developing programs for adults facing similar role transformations.

Items 1, 2, and 3 will be covered the first day in the module entitled Utilizing Strategies for Adult Guidance. Items 4, 5, and 6 will be covered on a second day in the module entitled Designing Programs for Adult Guidance. Optimally guidance personnel will be given the opportunity to participate in both modules.

The modules have been designed to focus primarily on experiential learning, and a variety of activities have been included for each skill area. In addition, short amounts of written didactic information has

been included to present participants with the necessary knowledge to engage in the activities.

Utilizing Strategies for Adult Guidance and Designing Programs for Adult Guidance are designed for guidance personnel who work in counseling and guidance with adults in community colleges, mental health settings, university-related counseling centers, or in industrial settings. For the purposes of these modules, adults will be defined as persons between the ages of twenty-five and sixty.

MODULE GOAL AND OBJECTIVES

Module Goal

In addition to working individually with adults, one very effective strategy has been to design programs for groups of adults experiencing the same life-situations. Programs have been designed for widows, veterans, mid-career changers, people facing pre-retirement, women re-entering work or school, and people in the process of divorce or separation. The purpose of this module is to provide you with some knowledge of adult development and to help you integrate this knowledge in designing programs. You will be given the opportunity to begin developing the components of a program for one group of adults with whom you would like to work.

Module Objectives

When you have successfully completed this module, you will be able to:

1. List and briefly describe five developmental issues of adulthood.
2. Apply five developmental issues of adulthood to a target population of your choice.
3. Develop a plan for your target population based on the four components of the program development model.

Criteria for achieving these objectives are found in the Coordinator's Guide.

Module Outline

Approximate Time	Activity	Outcomes
2 hours	Issues in Adulthoods Discussion and activities focusing on five major issues of adulthood	1
45 minutes	Application of knowledge to Adult Groups	2
1 1/2 hours	Program Planning Model Discussion and activities	3
1 hour	Program Planning Application Designing a program for your own setting	3
1/2 hour	Summary	1,2,3

Introductory Activity

As a way to begin thinking about program planning and its usefulness for different adult groups, let's review the program you described for the video vignettes in the first module, Utilizing Strategies for Adult Guidance. Take a few minutes to review your descriptions and transcribe them onto the Program Planning Sheet on the next page. Later in the module, after a discussion of program strategies, you will have an opportunity to revise or augment the programs you have described here.

Program Planning Sheet

Vignette Program Descriptions	Revised Program Descriptions
1.	
2.	
3.	
4.	
5.	
6.	

KNOWLEDGE OF ADULT DEVELOPMENT

Before you begin developing a program, you need to know something about the group with whom you will be working. Because we could not anticipate exactly what populations or groups of adults each of you will work with, this module covers some general knowledge that applies to adults in general.

First some general issues and knowledge about adulthood that have been reported and discussed in the literature are outlined in this module. This knowledge will provide you with a more informed base upon which to plan programs and more effectively use the listening and responding, and decision-making skills covered earlier in the previous module.

The information that follows was compiled from a variety of authors and sources and has been organized into five areas: role change, stock taking, time perspective, control and stress.[1] You may find some of this data particularly relevant to the group for whom you choose to plan a program.

Role Changes

In the common view, adulthood--in contrast to childhood, adolescence, and youth--represents stability and certainty. It is assumed that people in the 25-60 age group have made their important decisions and settled into a steady and secure pattern of living, untroubled by the doubts, conflicts, and upheavals that mark their earlier years. But this view is patently false.

Adulthood is a time of change. Some changes include changing jobs, changing intimate relationships through marriage, children, changing communities, etc. Some of the changes that occur in the lives of adults are the result of deliberate decisions: to get married, to quit work and go back to school, to move to a warmer climate. Some are in the hands of other people: the employer who fails to give a promotion, the grown-up daughter who decides to get married, the spouse who packs up and moves out. Still other changes are beyond human control: the death of a parent or spouse. Some changes involve what Lowenthal, Thurnher and Chiriboga (1975) call role increments: marriage, the birth of a child, a job promotion involving greater responsibilities. Others involve role deficits:

[1] Schlossberg, N. and Troll, L. Perspectives on counseling adults, Department of Counseling and Personnel Services, College of Education, University of Maryland, 1976.

divorce, retirement, widowhood. In some cases, the changes engender feelings of excitement, expectation, eagerness; in others, they breed frustration, depression, and loneliness. But whether deliberate or not, positive or negative in effect, all of these changes seem to demand a new set of relationships and a new definition of self.

Some of these changes are wrought with more stress than are others. Neugarten points out: "It is the unanticipated not the anticipated, which is likely to represent the traumatic event. Major stresses are caused by events that upset the sequence and rhythm of the expected life cycle, as when death of a parent comes in adolescence rather than in middle age; when the birth of a child is too early or too late; when occupational achievement is delayed; when the empty nest, grandparenthood, retirement, major illness, or widowhood occur off-time " (Neugarten and Dowty, 1972).

The changes that characterize infancy, childhood, and adolescence occur in relatively discrete and well-defined stages. But this does not hold true of the changes that occur in adulthood. Though certain events are linked by probability to certain ages (e.g., getting married in the 20's, retiring in the 60's), there is no absolute time nor exact sequential order designed for these events. As Neugarten points out, adults are governed by a social rather than a biological clock (1968). These internal and external transformations may occur at different times for different people.

Thus adulthood is not a static time, but a time characterized by change. Adults experience a variety of role changes, some are accompanied

by more stress and others are associated with new growth and development. Some changes may be "on-time" and others may be "off-time." New adaptational patterns seem to be required for all these changes and adults often experience uncertainty in their ability to cope with these changes.

--Activity--

(1) Group in pairs and spend about 10 minutes interviewing each other about the notion of role changes as it relates to your lives or to the lives of your clients.

(2) In a large group, discuss the idea of role increments and role deficits. List some role changes on the board and determine whether they are increments or deficits.

Stress

In this section we will discuss the work of Holmes and Rahe. In a later section on program planning a model by Weiss will be discussed.

Holmes and Rahe (1967) define stress as "those life events which require adjustment on the part of the individual." They have developed the Social Readjustment Rating Scale in which changes are assigned numerical weights, with "death of a spouse" at the top of the list as a major stress point and "minor violations of the law" near the bottom. The person who has a high total score at the end of a given year is more likely to evidence illness than a person with a low score.

The many role changes adults experience are accompanied by stress. Some individuals may be better able to deal with stress and some changes are inherently more stressful than others. An overloading of stressful events may be related to physical and psychological illness.

--Activity--

On the Social Adjustment Rating Scale found on the next page, independently check those life events that can be applied to your life over the last year. Add the mean values of the events. Put your score on a piece of paper and pass it to the coordinator. The coordinator will list all scores on the board, and you can determine where your score falls in the range.

SOCIAL READJUSTMENT RATING SCALE

Rank	Life event	Mean value	Your mean value
1	Death of spouse	100	
2	Divorce	73	
3	Marital separation	65	
4	Jail term	63	
5	Death of close family member	63	
6	Personal injury or illness	53	
7	Marriage	50	
8	Fired at work	47	
9	Marital reconciliation	45	
10	Retirement	45	
11	Change in health of family member	44	
12	Pregnancy	40	
13	Sex difficulties	39	
14	Gain of new family member	39	
15	Business readjustment	39	
16	Change in financial state	38	
17	Death of close friend	37	
18	Change to different line of work	36	
19	Change in number of arguments with spouse	35	
20	Mortgage over $10,000	31	
21	Foreclosure of mortgage or loan	30	
22	Change in responsibilities at work	29	
23	Son or daughter leaving home	29	
24	Trouble with in-laws	29	
25	Outstanding personal achievement	28	
26	Wife begins or stops work	26	
27	Begin or end school	26	
28	Change in living conditions	25	
29	Revision of personal habits	24	
30	Trouble with boss	23	
31	Change in work hours or conditions	20	
32	Change in residence	20	
33	Change in schools	20	
34	Change in recreation	19	
35	Change in church activities	19	
36	Change in social activities	18	
37	Mortgage or loan less than $10,000	17	
38	Change in sleeping habits	16	
39	Change in number of family get-togethers	15	
40	Change in eating habits	15	
41	Vacation	13	
42	Christmas	12	
43	Minor violations of the law	11	Total

"The Social Readjustment Rating Scale." Thomas H. Holmes and Richard H. Rahe. Journal of Pschosomatic Research. Vol. II, June 1967, pp. 213-218.

Stock Taking

As adults move through various role changes, certain common themes emerge. The most consuming theme is that of stock-taking. Periodically throughout their lives, people reassess themselves, their options, their potentialities. Often this reassessment leads to the difficult realization that one has not lived up to earlier expectations. The dream--of becoming a great writer, a college president, a noted politician--bumps up against the hard reality that one has gone as far as possible and has fallen short of the mark set in younger days. Brim reports:

> "Over the course of the working life, from entry to the mid-life period, it is likely that, although aspirations may be adjusted downward on occasion, one usually believes there is enough time left for the desired level of achievement to be reached in future years. But during mid-life most American males must adjust their career aspirations of earlier years downward to fit current reality. A man may be told that he has risen as high as he can go in his place of work; that his present position must be accepted by him as the achievement level for his lifetime " (1976).

While many men and women gradually alter their self image without a crisis, others become depressed as they realize they can no longer count on seemingly limitless years ahead.

Levinson identified this reassessment as a natural occurrence sometimes leading to a mid-life crisis. It is in mid-life that many of the dreams of adults, which have been repressed, now re-emerge. While many men and women make changes based on these dreams, others continue to suppress them and often become depressed.

Even someone relatively successful in a particular area may reach a negative assessment: options are narrowed, certain potentialities must go unfulfilled, the desire for completeness is thwarted. When the bubble bursts, apathy and depression may set in. The feeling abounds: "I can't do anything to change my life now. I'm trapped. It's all over." Brim talks about the sense of sadness that many men experience when they face their unfulfilled dreams. But that sadness is not confined to men. As one woman wistfully remarked: "There are no more surprises. I miss that."

Therefore, adults spend time in assessing and reassessing their life situations. For some, this results in despair over unfulfilled dreams and narrowing options; for others, this provides the opportunity and push for change. Research has shown that stock taking for a middle-aged man may result in a crisis. For many men the feeling is that of being "boxed-in" with nowhere to go or no options available. Recognition of this theme of adulthood can help guidance personnel become sensitive to the ensuing feelings which often result from this kind of self-appraisal, and it can help them to plan programs accordingly.

--Activity--

Take a few minutes and think of middle-aged clients or friends of yours who have had "dreams" that they were unable to fulfill.

(1) What are some of the dreams?

(2) Discuss the feelings related to the discrepancy between "dreams" and an adult's present situation.

Time Perspective

One of the most dramatic occurrences for adults is the change in time perspective when they begin to think in terms of time-left-to-live rather than time-since-birth. This change in perspective is not necessarily linked with chronological age; it can be associated with a perceived narrowing of options.

Related to this reversal in directionality is the awareness that time is finite. Many adults feel there "is only so much time left" therefore producing a need to hurry up. For some this feeling oftens leads to anxieties of immediacy; if change is going to occur, it must occur NOW. Others become immobilized and depressed at the prospect of change. One adult commented:

> "Time is now a two-edged sword. To some of my friends, it acts as a prod; to others a brake. It adds a certain anxiety, but I must also say it adds a certain zest in seeing how much pleasure can still be obtained, how many good years one can still arrange, how many new activities can be undertaken" (Neugarten, 1968, p. 97).

--Activity--

(1) Using the lower half of this sheet of paper, draw a line which represents your life. This line may take any form or direction. It may be "squiggly" or "straight" or "circular," or whatever represents your life to you, from the beginning to the end. Now mark an "X" on the line to indicate where you are right now.

(2) In groups of five, spend a few minutes discussing why you drew the line as you did, and why you put the X where you did.

(3) As a large group, discuss time as it relates to future planning for adults.

Control

Control is a theme central to the lives of all adults. Julian Rotter (1966) hypothesizes that an individual's "locus of control" determines the way that an individual will shape his/her life. The locus of control can be either internal or external. People with an internal locus of control perceive themselves as having power over their own destiny; they believe that what they do makes a difference in what happens to them. They are actively involved in making decisions about jobs as well as about other activities in their lives. At the other extreme, people with an external locus of control feel like puppets on a string; they believe that they are controlled by other people, by impersonal social forces, by fate. Thus, they are passive, unwilling to make decisions because they feel that such decisions are irrelevant to what happens to them.

Lowenthal's findings from a study of four adult age groups led her to conclude that the sense of inner control was clearly the most important factor in successfully completing a role change (1975, p. 209).

A primary issue in adulthood, then, is control. Those who do not feel in control of their lives or destinies are often besieged by feelings of helplessness or powerlessness. Feeling in control is often associated with successful planning for one's future. Thus, programs planned by guidance personnel should focus on helping adults feel in control of their lives and decisions.

--Activity--

(1) Take a few minutes and respond to the "locus of control" instrument found on the next page.

(2) Score your answers according to the key given. Did your score gnenrally validate your feeling of control or lack of control over your life?

Revised Rotter Scale*

We would like to find out whether people's outlook on life has any effect on the kind of jobs they have, the way they look for work, how much they work, and matters of that kind. On each of these pages is a pair of statements, numbered 1 through 11. For each pair, please select one statement which is closer to your opinion.

In some cases you may find that you believe both statements, in other cases you may believe neither one. Even when you feel this way about a pair of statements, select the one statement which is more nearly true in your opinion.

Try to consider each pair of statements separately when making your choices; do not be influenced by your previous choices.

1. a.____ Many of the unhappy things in people's lives are partly due to bad luck.

   b. _____ People's misfortunes result from the mistakes they make.

---

2. a. _____ In the long run, people get the respect they deserve in this world.

   b. _____ Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

---

3. a._____ Without the right breaks, one cannot be an effective leader.

   b. ____ Capable people who fail to become leaders have not taken advantage of their opportunities

---

4. a.____ Becoming a success is a matter of hard work; luck has little or nothing to do with it.

   b. ____ Getting a good job depends mainly on being in the right place at the right time.

---

5. a. ____ What happens to me is my own doing.

   b. ____ Sometimes I feel that I don't have enough control over the direction my life is taking.

---

6. a. _____ When I make plans, I am almost certain that I can make them work.

   b. ____ It is not always wise to plan too far ahead, because many things turn out to be a matter of good or bad fortune anyhow.

7. a. _____ In my case, getting what I want has little or nothing to do with luck.

b. _____ Many times we might just as well decide what to do by flipping a coin.

---

8. a. _____ Who gets to be boss often depends on who was lucky enough to be in the right place first.

b. _____ Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.

---

9. a. _____ Most people don't realize the extent to which their lives are controlled by accidental happenings.

b. _____ There is really no such thing as "luck".

---

10. A. _____ In the long run, the bad things that happen to us are balanced by the good ones.

b. _____ Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

---

11. a. _____ Many times I feel that I have little influence over the things that happen to me.

b. _____ It is impossible for me to believe that chance or luck plays an important role in my life.

Abbreviated form of scale utilized in study. The Pre-Retirement Years. Vol. 4, Manpower R&D Monograph 15, U. S. Dept. of Labor, 1975. Superintendent of Documents, U. S. Gov't. Printing Office $4.85. Stock No. 029-00237 - Catalog No. L 1.39/3:151V4, pp. 225-357.

Scoring Instructions

Assign the score either (1) or (2) to each of your answers, then add the total.

1.	a = E (1)	b = I (2)
2.	a = I (2)	b = E (1)
3.	a = E (1)	b = I (2)
4.	a = I (2)	b = E (1)
5.	a = I (2)	b = E (1)
6.	a = I (2)	b = E (1)
7.	a = I (2)	b = E (1)
8.	a = E (1)	b = I (2)
9.	a = E (1)	b = I (2)
10.	a = E (1)	b = I (2)
11.	a = E (1)	b = I (2)

Score Range 11-22 in order of increasing control.

Summary

Adults live with aches and pains, hopes and dreams. Feelings of inadequacy, stagnation, fear of time running out, loneliness, loss of the purpose, on the one hand; and the excitement about prospective change, the need to reformulate goals and life style, on the other hand. Most people feel that their concerns and hopes are theirs alone. They do not understand others are like them.

Assessment of Objective 1

List below three of the five developmental issues of adulthood described in the module text. Define each issue listed as completely as possible, making sure to include the points covered in text. Finally apply the issue to your own or a client's life.

1.

2.

3.

APPLICATION OF KNOWLEDGE TO ADULT GROUPS

One of the most effective ways we can help adults deal with their concerns is to set up programs for persons in similar life situations. As indicated earlier in this module, knowledge about issues such as role changes, stock taking, time perspective, and stress can help us to plan more effective programs. If effective, these programs can provide adults the support and impetus for future planning.

For purposes of illustration, we are now going to take three groups and describe them in terms of the issues we discussed. Secondly, we will outline several types of programs to meet their needs. The three groups include: (a) women returning to school; (b) men experiencing mid-life crises; (c) adults facing pre-retirement.

Women Returning to School

Women are showing a growing awareness of the need for more education. As Gene Maeroff writes:

> They are women who are trying to make up for having come to adulthood at a time when families and society, itself, thought that resources for education should be concentrated on boys, not girls. They are women who went to work right out of high school or married and had children (April 20, 1975, p. 9).

Role Change. Many women wanting and/or needing to return to school have been socialized to achieve vicariously (Lipman-Blumen, 1976). That is, they define their identities, not through their own activities and accomplishments, but through those of the dominant people around them: at first, their fathers, then their husbands, still later their children. For some women, it means giving up certain activities connected with their home and community in order to gain the time necessary for school. As a result of these issues, Helen Singer Kaplan (1976) has found that many women in this group are experiencing a mid-life crisis just as dramatic and critical as that which has been widely described for men during this time.

Stress. We have seen that adding a role - role increment - precipitates stress. Many women who are part of traditional family patterns add the role of student to the already complex role of running a home and raising children. One woman reported feeling guilty when she could not take every car pool and have coffee with friends as she used to do. In addition, some women are faced with the stressful prospects of competing with younger students and questioning their own adequacy and intelligence.

Stock Taking. Many of these women are evaluating their abilities, skills, interests and life goals. In addition, they are probably spending some time in asking the questions, "Who Am I, person, wife and mother?" and "How do I want to spend the rest of my life?" A few comments made at a special orientation session for adult women at the University of Maryland reflect this questioning:

"I'm a stewardess and back at school because of a nagging feeling that there's more to life than flying."

"I'm here against my husband's and parents' wishes but I'm determined to prepare myself for a career."

"I need something to do now that the children are in school. . ."

Time Perspective. For some women, the perceived running out of time has motivated them to return to school. The issue may be, if I don't do it NOW, I won't have a chance. Many may be experiencing a sense of urgency. For others, the issue of time seems to be related to the amount of planning and the number of options they have defined in their lives. For these women the embarking on the new venture of returning to school may create a feeling of limitless time. It seems hard to generalize where women as a group fall on this dimension.

Control. Lowenthal's study of four adult groups found that middle-aged women in general felt least in control of their lives. It can be hypothesized, however, that those women voluntarily choosing to return to school would report an increasing level of control over their own lives. However, this may not be the case for those women who have returned to school because of "unanticipated external" events such as divorce or widowhood.

Programs. To meet the needs of women in this group, numerous centers and programs have been established. These programs range from very personal investigations into identity, to career counseling, support for personal change like widowhood or separation, life planning, assertive training and academic skill training at universities. Some of the support services of these programs include child care, flexible scheduling and credit for life equivalency.

A fairly complete list of these programs can be obtained through the Association of American Colleges publication, "Women's Centers; Where are they?," prepared by the Project on the Status and Education of Women.

The address for the Association of American Colleges is 1818 R Street, NW, Washington, D.C. 20009. For information on Women's programs contact:

Project on the Status and Education of Women
Association of American Colleges
1818 R Street, NW
Washington, D.C. 20009

Continuing Education Programs and Services for Women
Women's Bureau
Employment Standards Administration
U.S. Department of Labor

For sale: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Men Experiencing Mid-Life Crises

Orville Brim discusses the fact that one tenth of our population are males between 40 and 60 years of age, nearly 25 million. Researchers are beginning to identify this period for many men as that of the mid-life crisis when a dislocation occurs with respect to one's identity (1976).

Role Change. The issue for these men appears to be one in which they see no hope of making a role change; they feel unable to change, they see no options. They see younger people easily changing roles and jobs. For them, the inability to change becomes a deficit situation. Most of the men in this group are described in the literature as middle-

aged and in seemingly dead ended managerial positions. Kay writes:

> You've just passed your fortieth birthday. . . you will remain in your present job for the next twenty years. . .you can count on doing the same thing from now until retirement (1974, p. 25).

Stress. Men at this point in life have been reported as experiencing a good deal of stress. Many times the stress is a result of a "non-event," or the awareness of the absence of change. Neugarten (1968) reports that stress is also a direct result of stock-taking and the evaluation of one's behavior as to whether it is "on" or "off" according to some idiosyncratic normative time schedule.

Stock Taking. Orville Brim reports that these men are often asking "Is that it? For many there is a prevailing sense of sadness for unfulfilled dreams" (Brim, 1976). They are often struck not by objective failure or success but by the experiencing of disparity between what they have achieved and what they dreamt of achieving.

Mid-life is a time for these men to assess the goals they have set for themselves during an earlier time. For some the resulting decision is to settle for what they have or to change. Levinson (1976) believes that the crisis, often precipitated by stock taking, can lead to productive change.

Time Perspective. Levinson (1976) concludes that for many time seems to be running out. This fear leads to abrupt and far reaching changes. The internal monologue of men at this point in life goes like this:

"Here I am, but who am I? What do I want out of life? If I want to be a lawyer, an ecologist, a gem collector a minister, I'd better do it NOW! If I'm going to learn to read Greek, to visit the cathedrals of Europe, to climb Everest, I've got to act NOW! If I want to achieve happiness in sex, friendship, marriage, I'd better grab for it NOW"!

Control. In a study by the Manpower Administration (1975), the responses of a group of black and white men to a locus of control instrument were located in the mid-range on an external-internal continuum. Also, their findings did not support the implicit assumption underlying most of the literature on external-internal control; namely, that this attitude is a stable personality variable. Thus situational and environmental variables can affect one's perceived sense of control. Men who previously reported feelings of coping and control could be at this point in their life reporting low levels of control due to the perceived turmoil of their lives.

Finally, the potential for increased feelings of personal control does seem to exist. Lefcourt notes that, "As persons successfully cope with immediate difficulties, they do seem to experience an increase in personal (internal) control" (1972, Manpower Study, p. 31).

Programs. As mid-life crisis becomes a more recognized phenomenon, programs have been established to help men deal with this time in their lives. The programs at this point range from personal identity groups to career counseling. Because of the effect on men's working lives, counseling programs are springing up in industrial settings.

Also, related efforts are beginning in humanizing work environments and legislation to provide funding for career changes.

A new trend is reflected in the establishment of the National Center for Education Brokering to serve both men and women in identifying and gaining admission to educational programs. This is done by means of information giving, referral, assessment and client advocacy.

For information on educational brokering and adult counseling in general, contact:

NEXUS
American Association for Higher Education
1 Dupont Circle
Washington, D.C. 20036

National Center for Educational Brokering
405 Oak Street
Syracuse, New York 13203

For information on other mid-career counseling programs, contact:

Zandy Leibowitz
Career Counseling and Work Experience Program
National Aeronautics and Space Administration
Goddard Space Flight Center
Code 224.1
Building 16 W
Greenbelt, MD 20771

Alan Entine
Vice President for Academic Affairs
Director,
Mid Career Counseling and Information Program
State University of New York
Stoney Brook, NY 11790

Dick Knowdell
Career Counseling and Guidance
University of California
PO Box 808
Livermore, CA 94550

Pre-Retirement Adults

As the life span increases and mandatory retirement continues, more active, healthy men and women are facing periods of limited participation in the labor force. As a result, efforts have increased to help these adults plan for this period of their lives.

Role Change. Retirement for all persons in our country is viewed as a major life transition; "a rite of passage" sometimes accorded the same public ceremony as marriage and graduation. However, it appears to be a transition defined as a decremental role change. Work, particularly for men in our society, serves as a central life task and as a means of identity. Thus many persons facing retirement are faced with a potential vacuum in their lives. They are forced to give up a major source of identity and to assume other roles. Also, retirement in our country, although more and more people are opting for early retirement, is usually related with beginning a period of old age; and viewed by our culture as a role loss. As a result, many persons are facing a period of "disengagement."

Although most of the research on pre-retirement has been done with men, there is some evidence that retirement may be more traumatic for women workers than for men whose wives were able to keep familial and extra familial social networks intact (Lowenthal, Berkman, and Associaties, 1967).

Stress. The amount of stress experienced at the time of retirement seems to be inextricably related to one's sense of hope and control. For some, a good deal of stress is also precipitated by the economic situation often related to retirement. For those who are able to effectively plan for retirement, the stress seems to be minimized. Also,

interpersonal relationships, as buffers to stress, seem to be very important at this stage. Rosow (1967), for example, states that older persons, who live in an area with a high proportion of age peers, can provide each other with a good deal of support.

Stock Taking. Anticipation of any role change often serves as a stimulus to recrient goals and aspirations and to reassess personal resources and impediments in the light of the probability of their attainment (Lowenthal). However, there is some evidence that the reassessment by persons in this group is marked more by acceptance than by the despondency often expressed by persons in other age groups and accepted. They are no longer despondent about their incongruences between original aspirations and their achievements. The concern seems to be in simply holding on to what one has achieved and in trying to protect what one has from others, usually younger insurgent groups.

Time Perspective. It can be hypothesized that most adults in this stage are dealing with a time perspective which is oriented to time-until-death. For some the culmination of formal work signals the end of their life. . ."What can you do? Your life is practically over at my age " (Lowenthal, p. 205).

Control. Again, the feeling of control seems to be the most critical factor in successfully making this role change. Lowenthal (1975) in a study of pre-retirement adults found that control was related to planning and a positive attitude toward planning. She found that the men in this group were more apt to express this feeling of control as evidenced by their planning. About a fifth of them were planning second careers, usually with considerable realism about their

skills and talents and possible problems in implementing their choices. Women, on the other hand, whether discussing their own or their husbands' retirement, expressed little control and little planning. One expressed, "I don't really think too much of the future. You just kind of live from day to day. You just sort of know that you're going to retire and that you'll be able to come up with something after you do " (Lowenthal, p. 207).

Programs. To meet the increasing needs of pre-retirement adults, several programs have recently been established. NEXUS, in a recent bulletin, provided the following list of such programs. Information can be obtained by contacting them directly.

Mrs. Virginia Douglas
Chief of Public Inquiry
Administration on Aging
400 6th Street, SW
Washington, D.C. 20201

Dr. Donald Bowman
Director
Pre-Retirement Planning
Drake University
Des Moines, IA 50311

Miss Arlene Elmore
Director of Pre-Retirement
Planning
2019 Irwin Road
Durham, NC 27706

Mr. Woodrow Hunter
Director of Pre-Retirement
Studies
Institute of Gerontology
520 E. Liberty
Ann Arbor, MI 48109

Mr. Meyer Schlein
Administrator
Commission of the Aging for
Baltimore City
Waxter Center
861 Park Avenue
Baltimore, MD 21201

Mr. Richard O. Taubald
Director
Pre-Retirement Education
Montclair State College
Upper Montclair, NJ 07043

Mr. Toby Kursband
Coordinator of Pre-Retirement
Active Retirement Center
Pace University, Pace Plaza
New York, NY 10038

Mrs. V. C. Boyack
Director of Pre-Retirement Project
Ethel Percy Andrus Geronotology Center
University of South California
Los Angeles, CA 90007

Activity for Achievement of Objective 2

We have used as criteria, (1) role changes, (2) stress, (3) stock taking, (4) time perspective and (5) control to describe three groups of adults. Using the same five criteria, describe in detail a population you would like to work with. Include the following steps:

(1) Decide on a population you would like to plan a program for.

(2) Working in pairs, use the population characteristic form on the next page and interview each other as a means of describing the population you have chosen in terms of the information we have covered. Under each developmental issue, make sure you include the application of specific concepts as described in the module text, i.e. time perspective (time left to live vs. time left since birth) Note: Your partner will record his/hers. (You may want to exchange module booklets for this purpose.)

(3) Returning to a large group setting, discuss some of the populations chosen and their characteristics.

Assessment of Objective 2

Population Characteristic Form

1. Role Change

2. Stress

3. Stock Taking

4. Time Perspective

5. Control

PROGRAM PLANNING

At this point in the module, we are going to try to incorporate some of the knowledge you have learned about adults into a model for planning programs. Characterizing and describing the population you will be working with was a necessary first step for designing a program to meet their specific needs.

The whole area of program planning has received increasing attention in the guidance area. Several probable reasons for this interest include: the cost and efficiency factor in working with groups of people, the often helpful dynamics which ensue from group interaction, and the broadening focus of programs to include a preventative, developmental skills approach rather than solely a remediation or crisis focus.

As a result of this interest, attempts have been made to train guidance personnel in program planning skills. Most of the efforts in this area have presented a model which includes the following steps:

1. Assessing Population Needs
2. Developing Specific Objectives
3. Assessing Staff Competencies
4. Designing and Selecting Program Strategies
5. Evaluating Objective Obtainment

One such attempt is a series of 12 modules written by the American Institutes of Research entitled, Developing Comprehensive Career Guidance Programs. Although these modules describe a program for school-aged students, various parts could be adapted for use with adults. For the purposes of this module, we are going to discuss Step 4, Designing and Selecting Program Strategies.

Designing and Selecting Program Strategies

Specifically, we are going to review a model by Weiss (1975), which designates a choice of program strategies or interventions based on the kind of stress that an adult is experiencing. Weiss' model describes three distinct forms of stressful situations that an adult could be experiencing. The first he describes as a severely upsetting situation of limited duration during which an individual's resources must be hastily summoned. An example would be a major illness experienced by one's spouse. These "crisis" times end by either a return to the pre-existent situation or by a change in the situation.

If a crisis ends in change, Weiss describes a second stage of crisis, the "transition" or "transition state." This is a period marked by relational and personal changes, including attempts to deal with upset, tension or fatigue and attempts to find new sources of support. If the "crisis" of a spouse's illness resulted in death, one would enter into the transition of widowhood.

The end of a transition state is usually marked by a new stable life organization and by a new stable identity. If the new life organization proves to be inadequate in meeting an individual's needs, the individual may be said to have entered the third form of stress, a "deficit" situation. An example of a deficit resulting from death of a spouse would be the necessity of assuming all child rearing as a single parent.

Weiss concluded from the programs he developed for separated and widowed adults that a different kind of help is needed for each of these three kinds of stress. For individuals experiencing crises, he suggests that the most viable strategy is support. He defines support as the

professional or non-professional's attempts to understand the plight of the adult in crises. Support also seems to be a necessary element for the other two stressful situations Weiss describes. However, persons in transition and deficit situations can benefit from other kinds of help.

For those in transition states, he suggests cognitive materials to help individuals deal with the confusion and unpreparedness of this period. Giving cognitive information can provide adults in stress with a framework for understanding their situation. For example, women overwhelmed with school and family often feel inadequate. If leaders provide a cognitive framework, women can begin to see that the anger at husbands and family is a first step in moving out of the vicarious achievement mode. Discussion of role confusion and change can alleviate women's feeling of inadequacy. Another example of the value of a cognitive framework can be a discussion of role and status loss for pre-retirement groups. Many retirees go through periods like those described in the grieving process. They are grieving for a lost role and status. Their anger at the system often turns inward to themselves resulting in depression.

Individuals in deficit situations need help with dealing with the problems that arise from the inadequacies in their life organization. Time limited help may not serve to deal with problems which recur. Instead a continuing problem-focused support system seems to be the best strategy.

The three groups we have discussed in this module; namely, women returning to school, men at mid-life crises, and adults at pre-retirement, would probably be described by Weiss as Transition States.

For the purpose of illustration, we are going to describe the elements we think are necessary in planning programs for these groups. The elements of support and cognitive materials are directly from Weiss' model. We have added the dimensions of leadership role and planning. The leadership role was added to emphasize the pivotal role played by this person in providing the elements of support, cognitive material and planning. Planning was added because we feel that, in addition to support and cognitive materials, adults need help in making plans and taking action to help them take control of their lives and move on from this crisis.

Program Strategy Model

Support. Structure a group of people experiencing the same transition for a specified period of time.

> Example: Women returning to school might feel isolated in classes; but if a group were structured for women in the same situation, this would provide the support necessary for their new venture.

Cognitive Framework. Provide the support group with an understanding of what they are experiencing. Many themes and feelings related to particular transition states are universal enough to share and test out with a group.

> Example: Group facing pre-retirement could be helped to understand that part of their anxiety might be based on their perceived loss of status and role.

Planning. Provide the group with skills in planning and taking action to help them exert some control over their lives. In addition to group support and a cognitive framework, participants can be given some skills to help them plan their next steps. Control over one's life and plans, which reflect feeling and control, seem to be directly related to successful role change or transition.

> Example: Men who are feeling trapped or boxed in could be helped to increase their career options through a planning process.

Leadership. Responsible for:

1. Structuring support group by having groups of adults with similar concerns meet for a specified period of time.
2. Providing the cognitive framework by having an expert discuss the issues relevant to the group. The module section on Knowledge of Adulthood can serve as a basis for this framework. Caution must be exerted in describing the themes and feelings of a particular group as descriptive of groups in general, not what each individual experiences or must experience.
3. Providing skills in planning. A detailed description of one kind of planning and action process, "Life Planning," is described in the Appendix. The sequence included in the Appendix is specifically designed for adults making career decisions, but an adaptation could be designed for adults in other transition states.

Program Implementation

The model for developing strategies that we have just presented includes the three dimensions of support, cognitive framework, and planning. Leaders who are able to provide these three dimensions will aid participants in their programs to gain support, to understand their situation, and to plan and take action to move through the crisis of their transition state.

Activity for Achievement of Objective 3

(1) Turn back to the program planning sheet on page 8 and spend a few minutes revising the programs originally described. How would you change them as a result of what you have learned from this module?

(2) Working in pairs, fill out the Program Strategy Worksheet on the next page for the group you have designed a program for. Try to keep your plan manageable and realistic for your setting and for the resources you have available.

(3) Briefly report on the kinds of programs that you have developed.

(4) What will be your first step tomorrow morning in implementing your program?

(5) Situation: Pretend it is a year from now and you are being interviewed for a local T.V. station on your program. What would you like to be able to say about your program.

Assessment of Objective 3

Program Strategy Worksheet

Support:

Cognitive Framework:

Planning:

Leadership:

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APPENDIX

LIFE PLANNING PROCESS

Following is a description of a Life Planning Sequence, which is an adaptation of Herbert Shephard's "Life Planning Process." This sequence is designed particularly for adults making decisions about their careers. Adaptations could be made for other decisions and transition states. The sequence is designed to be used in a one day workshop with 10 to 15 participants. Follow-up sessions could be arranged.

The attached materials should be reproduced and distributed to each participant.

LIFE PLANNING

Introduction

Many people feel that their choices and futures are largely determined by their pasts or are largely controlled by other people. The activities in this sequence will focus on the future and will give you a chance to develop plans to enable you to gain and feel in control of your choices.

This "Life Planning Workbook" is for your own planning guide and for your own use. Each page has a heading and a description of the activity, the rest of the page is for you to write on.

Beginning Activities

Personal objectives for the future are sometimes hard to focus on without some "getting in the mood. . ." kinds of activities. These beginning activities will give you a chance to understand where you are in your life right now and form a basis for establishing future goals.

The sharing aspects of the activities will give you a chance to add to your own self-insight. In addition, it will give you an opportunity to receive support from other people who are also trying to formulate life goals.

I. Where Am I

Draw a line which represents your life. This line may take any form or direction. It may be "squiggly" or "straight" or circular or whatever represents your life to you, from the beginning to the end. Now mark an "X" on the line to indicate where you are right now.

Spend a few minutes discussing with your group why you drew the line as you did, and why you put the X where you did.

Today we're going to focus in on that part of your life which hasn't happened yet, that part beyond your X.

II. Who Am I

You have your own way of thinking about yourself. You may think of yourself in terms of your role, or in terms of qualities you have. You may think of yourself in terms of your negative attributes. Or you may think of yourself as a mixture of all of these different frameworks. Whatever framework your life has had, try to find ten answers to "Who am I?" and write them down.

When you're finished writing your self-descriptions, rearrange them in the order of importance to you. Did the sequence change from the order you wrote them in?

Again, look at your list and determine:

a. Which are temporary and which are permanent?

b. Which are things you wish to take with you in the future?

c. Which are things that you would like to leave behind?

d. Are there other things that you would like to add or modify?

III. Where Would I Like to Be

Imagine yourself near the end of your life line and write either an autobiography, or a retirement or testimonial dinner speech. What would you like to have accomplished at this time or want to be remembered for?

Discuss what you've written with the group.

What if this was written now instead of then - what do you have left to accomplish?

IV. Ideal Year

Try to think of what the ideal year or the future would be like for you. Pretend you have unlimited resources - what would you do? Write it down, then share with the rest of the group.

V. Ideal Job

Consider what your ideal job would be like. Just think of the elements not the titles. How would a want ad or job posting describe the job?

Revisit the goals you set up in III. Is the ideal job in line with life objectives or reverse?

real job_____ideal job

VI. Career Inventory

Consider your present job in terms of the following questions:

1. What turns you on? When do you really feel alive?
2. What do you do well in your present job?
3. What do you do not so well--poorly?
4. What do you need to learn?
5. What resources do you have now?
6. What should you stop doing now?
7. What should you start doing now?
8. Write a career strategy for yourself - not the how but what. What is it you would like to be moving toward?

Pick someone in the group to work with. One person assume the role of interviewer, and one interviewee. Exchange booklets, one person should spontaneously answer the questions in the interview and the other person should record. In this way the person responding can be free to think about his/her answers and not have to write in detail.

Share or talk about question 8 with the group.

VII. Career Strategies

Revisit the life objectives or goals you set in No. III. Is the strategy you devised for yourself in No. VI in keeping with these objectives?

VIII. Resources

What resources do you have available to carry out your career strategy? Examples would include in-house or out-of-house training, professional counselors or time.

IX. Action Plan

Now look at the what of your career strategy and try to plan the how. What are the first three steps you need to take to implement your career strategy? By when?

Time Line

1.

2.

3.

Share with the group

What are some of the driving and restraining forces which will effect your plan?

Driving Forces	Restraining Forces
1.	1.
2.	2.
3.	3.
.	.
.	.
.	.
.	.

Weigh each of these forces. Which forces do you have control over? Can you reduce any of the restraining forces? Can any of the restraining forces be turned around to driving forces? Share with group.

COORDINATOR'S GUIDE

DESIGNING PROGRAMS FOR ADULT GUIDANCE

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

December 1976

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MODULE GOAL AND OBJECTIVES

Module Goal

In addition to working individually with adults, one very effective strategy has been to design programs for groups of adults experiencing the same life situations. Programs have been designed for widows, veterans, mid-career changers, people facing pre-retirement, women re-entering work or school, and people in the process of divorce or separation. The purpose of this module is to provide participants with some knowledge of adult development and to help them integrate this knowledge in designing programs. They will be given the opportunity to begin developing the components of a program for one group of adults with whom they would like to work.

Module Objectives

When they have successfully completed this module, participants will be able to:

1. List and briefly describe at least three of the five developmental issues of adulthood.

   Successful achievement of this objective requires the participant to list at least three of the five developmental issues discussed in the text and describe each issue using at least one of the points discussed for it in the module.

2. Apply five developmental issues of adulthood to a target population of his/her choice.

   Successful achievement of this objective requires the participant to select and describe in terms of the developmental issues of adulthood a target population for which s/he would like to plan a program. In describing the population, the participant must complete the population characteristics form in the module and include in the description for each issue at least one of the points covered for it in the module.

3. Develop a plan for his/her target population based on the four components of the program development model.

Successful achievement of this objective requires the participant to complete a Program Strategy Worksheet for the program she or he developed. The following elements must be included for each area listed on the worksheet:

Support - providing a group of people experiencing the same transition

Cognitive framework - providing the support group with an understanding of what they are experiencing

Planning - providing some skills or activities to help participants take action

Leadership - responsible for providing the three elements of support, cognitive framework and planning.

COORDINATOR'S ROLE

This module is designed so that participants have all materials and learning to proceed through the day's activities. However, your role as coordinator can help to enhance the experience. Specifically, you should try to focus on the following areas.

Setting the Tone

A relaxed atmosphere should be maintained. The variety of readings and activities should help maintain participant interest. It should be emphasized that each module is designed to provide participants with specific skills and learnings.

Regulate the Pace

The times listed in the Module Outline are to be used only as estimates. In some cases more or less time will be necessary. You may want to continue a lively discussion or summarize a section which seems to be dragging. Breaks should be taken when needed, but preferably after an entire section or activity has been completed. Timing, in general, should be handled felxibly.

Facilitate

Encourage participation from everyone. Make sure that questions are answered and areas of confusion are clarified before you move on. Make sure the discussion remains on track. In general, your role should be as a guide through the discussions and activities.

Evaluate

Make sure the participants complete the post-assessment items. The assessment process should be regarded as another form of learning. Emphasize that the assessment allows the participants to determine whether they've acquired the skills.

SPECIFIC FUNCTIONS OF COORDINATOR

Prior to the Workshop

1. Study the module carefully. Be familiar with all participant materials and this Coordinator's Guide.
2. If using video equipment, make sure you have: (a) video recorder, (b) video monitor, and (c) video tape. Be sure you are familiar with and know how to use the equipment.

At the Workshop

1. Introduce yourself to participants, briefly noting your background and the role you will play in the workshop.
2. Ask each participant to introduce his/herself to the total group. In addition to their names, you may ask them for other information such as their present position, or their interest in attending this workshop.
3. Establish the schedule for the day (lunch, coffee breaks, when the day ends, etc.).
4. Go over the basic goals, objectives, and overview of this module (see pages 1-5). Answer any questions.
5. Guide the participants through the readings, discussions, and activities. Make note of the participant responses to the various sections.
6. Conduct the Assessment of Outcome for each objective as indicated in the module. Use the criteria in the Coordinator's Guide to assess each participant's performance.
7. Conduct a wrap-up session in order to:
   a. summarize the module's learnings
   b. answer any final questions
   c. refer participants to any additional resource material

d. identify local experts who might provide further learning related to the module topic

8. Submit the assessment results and all feedback to the overall workshop director, when applicable.

CONDUCTING THE WORKSHOP

The following section will contain suggestions and necessary information to optimally facilitate this module. This information has been divided into the two areas of: (1) Knowledge of Adult Development and (2) Application of Knowledge to Adult Groups and Program Planning. Assessment criteria for each objective is also included.

NOTES TO USERS

Most appropriate target groups:

Community college counselors, adult education teachers/counselors, pre-service activity for students interested in working with adults.

Time Required:

This is the second of two modules on Providing Guidance for Adults. This module and its companion, Utilizing Strategies for Adult Guidance, are designed to be used consecutively in two full days of training, approximately 6 to 8 hours per day. In order to adhere to those times, coordinators may want to consider giving the modules to the participants ahead of time so they can familiarize themselves with the written text. The materials and procedures outlined in the modules should be considered as suggestions. Coordinators may adapt activities and readings to suit local needs.

Video Tape:

Several of the module activities are designed around the use of a video tape. Although written transcripts of the tape have been provided, it has been our experience that video is a qualitatively and much more effective learning device. Copies of the half-hour video tape are available from the Educational Technology Center, University of Maryland, College Park, Maryland 20742. Supply your own tape and $5.00 for handling and postage.

These notes are based on the results of a field test of the module conducted in September 1976.

Introductory Activity

There is an introductory activity on page 7 to help participants to begin thinking about program development. If the participants have not gone through Utilizing Strategies for Adult Guidance, you may want to show the video vignettes at this point. If you show the vignettes, have participants describe the kind of program they would develop for a group of people with a similar concern as expressed in each of the segments. You could also use the transcripts of the vignettes (Appendix B). The first column on the Program Planning Sheet, page 8, should be used for this purpose: the second column will be filled in later.

Knowledge of Adult Development

There are five issues covered in this section: role changes, stress, stock taking, time perspective, and control. Each issue contains written material and an activity. If you are familiar with the material you can summarize the text rather than have participants read. Discuss each activity as it is completed and tie it into the descriptive material written in the text.

Assessment of Objective 1

The criteria for this objective are:

(1) Are five issues listed?

(2) Each description or definition must include at least one of the points covered in the module text. Specific points to be covered could include the following:

Role changes

a. role increments vs. role deficits
b. unanticipated events
c. social rather than biological clocks
d. on time - off time

Stress

a. Holmes & Rahe's Social Readjustment Rating Scale
b. relationship of stress to psychological or physiological illness

Stock Taking

a. unfulfilled dreams
b. Levinson's mid-life crisis
c. reassessment of options

Time Perspective

a. time left to live vs. time since birth
b. time is finite
c. need to hurry up

Control

a. internal vs. external locus of control
b. relationship of control and successful planning

Application of Knowledge to Adult Groups

This section takes the issues covered in the first part of the module and applies it to the three groups of women returning to school, men experiencing mid-life crisis, and pre-retirement adults. Depending on the group's interest, you can decide to cover one of the above groups in depth. You may also take another group of particular interest and apply the five issues to it.

Activity for the Achievement of Objective 2

This activity gives participants an opportunity to apply the issues of adulthood to a particular group they are interested in planning a program for. This activity should be completed in pairs.

Assessment of Objective 2

The criteria for this objective are:

1. Are the five characteristics on the population characteristics form completed?
2. Under each of the five characteristics on the population description

form at least one specific point covered in the module text must be included.

3. Specific points to be included are the same as those listed under the criteria for meeting objective 1 on pages 9 and 10.

Program Planning

This last section on program planning incorporates the knowledge of adulthood into a model for planning programs. You may want to take the material included in Designing and Selecting Program Strategies and a Program Strategy Model and apply the components to a specific group.

Program Implementation

This activity allows participants to take what they've learned in the first two sections of the module and include it in an actual program design. You should stress that the program should be able to be implemented.

Assessment of Objective 3

The criteria for this objective are:

1. Are the four components of Weiss' model completed?
2. Are the following elements included for each area?

   Support - providing a group of people experiencing the same transition

   Cognitive Framework - providing the support group with an understanding of what they are experiencing

   Planning - providing some skills or activities to help participants take action

   Leadership - responsible for providing the three elements of support, cognitive framework, and planning
3. Could the elements of the program described actually be implemented? In other words, could the participant realistically implement this program within his/her work setting with their present resources (i.e., time, personnel, money, etc.)

APPENDIX

VIDEO TAPE TRANSCRIPTS

Vignette 1

I'm really feeling distressed, my wife and I have been separated for a year and a half now. She just came back from vacation with my son and informed me that she is moving, out of the state, up with her folks. I have no input into the decision, I feel helpless, angry as hell, she is taking my son away. Any relationship I will have with him will be commuting eight hours to go into a strange city, get a motel room and invite him to the room. I feel no naturalness in the future situation, all she wants from me is the money to support her, even if she doesn't have the same costs because she will be living with her folks. I feel powerless, angry. I don't know what to do about it.

Vignette 2

I have been thinking about going back to school. My family is raised and I have three teenagers who are in college. My daughter has been urging me to go back and maybe take a course or so each semester. But my problem is I have no idea where to start, because it has been so long since I've been to school and I don't know what kind of a course to take. I don't know what I would like to do. Would there be something of my own interest I would like to pursue or should I pursue something in the business area, or what - I have no idea. Also, I don't know whether I would be able to study, whether I would be able to do alot of writing, I don't know whether - you know with a family - whether I would be able to devote the time to doing it, so I just don't know how even to begin to find something...

Vignette 3

I think I am going to have to drop out of the training program. When I first signed up for it, I really wanted to get my GED, because I wanted to be a nurse. But since that time I have found it really hard to make it on the $2.20 an hour that I get in training. I now have been offered a job over at the Hot Shoppes that pays $3.25 and I could really use the money, plus I'm not sure I'm going to be able to follow through with the nurses training anyway, because I found that it is going to take a long time and I won't be able to give up working in order to go full time. I think I really should take this job while I can get it because I'm not sure that there are going to be any jobs available once I get the GED. Alot of my friends who finished high school are working over there, you see, and if I can get the job now maybe I should take it. So you know, I came to talk to you about it and to ask you what you think I should do.

Vignette 4

Well, I really don't . . . I really don't know where to begin, I don't know what I am going to say to you. I just got this feeling that I'm kind of just dead end, you know. I got a job, it's alright, but there is no future. And I see younger men getting ahead of me. Here I have a house, a mortgage, I don't have the freedom to move as they do, but yet I get passed over for promotions. I have a good job, but it is going nowhere, it's just absolutely becoming a part of my life that I don't like. I come to work, I do my job, I go home - there's no challenge. It's just kind of hum-drum, I've done it many times before. But if I saw someplace I could move, someplace I could go - someplace I could get ahead - I would do some of the things I really want to do when I started in this organization. That's what I want. I don't know where you are, whether you are the person to help me or not, but it's just getting to me. I don't know where to turn, I don't know what I can do with my life at this particular juncture. The kids are getting older, I'm becoming less necessary there, you look at this organization, I'm becoming less necessary here. It's not much fun working here anymore, not much fun working. Work is not what it used to be. I think I have a lot to offer, I just don't know where I can go with it. Do you understand what I am saying? Can you help me? I just have to do something, I've got to move, got to grow.

Vignette 5

The main thing that I've talked about with you is the issue having to do with my wife and I. When we knew that Jan was pregnant the question arose as to how we are to manage that, because both of us work, we have equivalent degrees, equivalent positions. I had proposed the idea that I stay home a day or two days a week and go part time on my job. That created in me and in her some real difficulties. I say I proposed it. It came out of a feeling that I should entertain the idea and try to process it through and it turned out that what I thought would be a good idea, something I would enjoy - turned out to be alot of losses for me. One of the losses I wasn't even aware of was the fact that I gave up some notion of success, I would have to change my success standards. I just couldn't compete successfully on three days a week, I felt, or if my peers were up here I'd be down here and interestingly, my wife -- it was easier for my wife to give up than for her to allow her husband to give up. But I felt some guilt in our not being able to do it because I felt some notion of shouldness. Somehow it seemed unfair that I go out and get alot of money, meet needs outside of the house and she wouldn't and she has given -- she's 3 days a week at work and two at home and she enjoys it. In a sense I would enjoy that too, but the losses are too great.

Vignette 6

I'm a veteran from the United States Air Force, disabled and now attending the University of Maryland. The transition from the military to the university was kind of straining because, first of all I was a boss there and I'm not a boss here and the age difference between my classmates and I could have some problems -- in some classes it is difficult because I try to discuss things with them. They have been going to school all their life and I have a large gap where I haven't been and sometimes this is unsettling. When I first started this campus I was lost and I had a little map and I was going from place to place. I would ask other students where something was and they would kind of look at me and say, "Well, now it's over here -- I'm not sure where it is." Some think I should be a student and others think I should be an instructor. I think because they are not sure which, this gives them an uneasy feeling. If I'm a student, why am I a student at this age? And if I am an instructor I should know my way around the campus. My counselor and I have a pretty good rapport, we understand each other but still he is upset - I guess because of our age difference. I'm older than he is and this causes him sometimes to feel uneasy. I need assistance for classes -- classes to take the subject matter. All of these things I still need assistance and if I don't get assistance this - the university, the bureaucracy will crush you and I need help in attaining that.

Vignette 7

I think probably one of the most frustrating feelings I had at Gam's death and previous to it, was being angry, not just - I was not the only one that felt this way, but he felt the same. We were at a period where he had retired, although it was for disability reasons. It was at the point where we could have anything. Our children were grown and we planned to do alot of traveling (of course) and just do the things we wanted to do. When Gam first became ill or when he first retired - - I should go back a little bit to say that he developed this condition about 5 years previous and had responded well to chemotherapy until about the last 2 years. Then at the time when he felt he would retire, he went down hill just so rapidly and it made him so angry he would strike out against the bed, pillow, the wall, or anything just in anger because of what had happened. And if he had been a person who had not taken care of his health or in anyway it would have been different, but it was something you couldn't help. He was also hurt, I think, for me feeling he was leaving me with the burden and wondering if I ever got in the same circumstances who in the world would take care of me. As Gam's doctor said, I had really nearned my nurse's cap because I gave him alot of the doctoring and the needles and everything he needed at home. I think the hurt also was seeing suffering and not being able to help except to give a shot that would last 2 or 3 hours. It hurt to put him in the hospital when I did because I have had a sort of breakdown, I guess just nerves, so they call it. It's not like a nervous breakdown, but exhaustion where you are dealing with something that is consuming all your time and energy of emotions. So I think that I - - I don't know why - - I don't know that you can help this in anyway, but to try to get over this feeling of anger. When you try to get away with other thoughts once in a while you're suddenly hit like that and well it - - - That's enough of that.

Vignette 8

I really appreciate your willingness to talk to me today about my frustrations about not being able to secure the type of job that I am prepared and had worked hard to acquire, and I thought possibly you might be able to help a bit. I just finished working on an advanced degree in education and, as you know, at the moment the market is kind of glutted for teachers. I am also in a situation where as I can't move from this area if there were teaching jobs available elsewhere because my husband has a good job within the city and yet I'm still very upset by the fact that I'm not able to pursue the profession that I'm trained for. I'm very interested in working with young people. I've done it for a number of years and I don't like the idea that I'm maybe getting outdated and losing contact with people in the job market. I also find that if I'm not working that I'm feeling insecure in my ability to do a job. That frightens me a great deal and I was hoping possibly that you might suggest some other outlets for me today. Should I continue to attempt to find a job in a field where I just know the whole thing is hopeless. It's very frustrating particularly when you spend alot of time and money in order to stay in the profession that I have had experience in and that I'm trained in. It's not only frustrating for me as a professional but it has also indirectly affected the relationship I have with my son and husband, in that sometimes I can't help resenting the fact that I can't have the same freedom that my husband has in seeking a job. We do have a small child and I devote my time to his interests as well as my own so there is a joint frustration.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✔) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodrow M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodrow M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler